

## Gaffney Senior High

149 Twin Lake Rd.  
Gaffney, SC 29341

**Grades** 9-12 High School

**Enrollment** 2,081 Students

**Principal** Dr. Quincie L. Moore 864-902-3600

**Superintendent** Dr. William B. James 864-902-3500

**Board Chair** Mrs. Sandra B. Greene 864-902-3542

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	13	9	6	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	No
2004	Average	Below Average	Yes
2005	Good	Excellent	No
2006	Below Average	Unsatisfactory	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	74.0	67.7	75.2	74.4	72.7	75.4
Passed 1 subtest	11.6	12.8	10.2	13.5	13.5	11.1
Passed no subtests	14.5	19.5	14.6	12.4	13.8	13.6

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	86.5%	89.9%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	14.1	11.7
Seniors who met the SAT/ACT requirement	14.1	12.0
Seniors who met the grade point average	59.0	49.8

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	487	231
Number of Diplomas	347	170
Rate	71.3%	76.3%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.0	81.3
English 1	56.9	62.2
Biology 1/Applied Biology 2	48.2	59.3
Physical Science	35.3	41.4
All Subjects	55.0	60.8

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	498	86.5	361	14.1	347	71.3	Yes
<b>Gender</b>							
Male	227	82.4	163	14.1	242	63.2	N/A
Female	270	90.4	198	14.1	244	79.5	N/A
<b>Racial/Ethnic Group</b>							
White	318	92.5	245	18.4	313	75.4	N/A
African American	164	75.6	104	4.8	158	63.9	N/A
Asian/Pacific Islander	6	100.0	4	25.0	5	80.0	N/A
Hispanic	9	77.8	7	0.0	10	60.0	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	458	91.3	342	14.9	445	75.1	N/A
Disabilities other than speech	40	32.5	19	0.0	42	31.0	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	498	86.5	361	14.1	487	71.3	N/A
<b>English Proficiency</b>							
Limited English Proficient	5	60.0	4	0.0	5	40.0	N/A
Non-Limited English Proficient	493	86.8	357	14.3	482	71.6	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	234	76.9	229	57.6	229	57.6	N/A
Full-pay meals	264	95.1	238	20.6	258	83.3	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	474	98.7	18.0	37.3	22.9	21.8	52.9	Yes	Yes
<b>Gender</b>									
Male	237	97.9	20.1	38.8	24.1	17.0	49.1	N/A	N/A
Female	237	99.6	15.9	35.8	21.7	26.5	56.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	308	99.0	14.4	33.9	24.3	27.4	59.9	Yes	Yes
African American	144	97.9	25.5	43.8	20.4	10.2	38.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	25.0	43.8	18.8	12.5	37.5	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	99.3	12.9	38.4	25.0	23.8	57.2	N/A	N/A
Disabled	50	94.0	63.0	28.3	4.3	4.3	15.2	I/S	No
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	474	98.7	18.0	37.3	22.9	21.8	52.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	50.0	N/A	10.0	20.0	I/S	I/S
Non-Limited English Proficient	463	98.7	17.5	37.0	23.4	22.0	53.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	240	97.9	26.5	46.2	15.7	11.7	36.3	No	Yes
Full-pay meals	234	99.6	9.7	28.6	30.0	31.7	69.2	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	474	98.5	18.3	27.8	30.1	23.8	65.0	Yes	Yes
<b>Gender</b>									
Male	237	97.9	21.9	26.8	29.0	22.3	60.7	N/A	N/A
Female	237	99.2	14.7	28.9	31.1	25.3	69.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	308	99.0	12.0	24.7	32.5	30.8	74.0	Yes	Yes
African American	144	97.2	31.6	35.3	22.8	10.3	44.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	25.0	31.3	37.5	6.3	62.5	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	99.1	13.6	28.5	32.0	25.8	69.5	N/A	N/A
Disabled	50	94.0	58.7	21.7	13.0	6.5	26.1	I/S	No
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	474	98.5	18.3	27.8	30.1	23.8	65.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	20.0	40.0	N/A	50.0	I/S	I/S
Non-Limited English Proficient	463	98.5	17.8	28.0	29.8	24.4	65.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	240	97.5	28.8	32.9	25.2	13.1	50.9	Yes	Yes
Full-pay meals	234	99.6	7.9	22.9	34.8	34.4	78.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 2,081)</b>				
Retention rate	8.6%	Down from 11.7%	6.4%	7.0%
Attendance rate	94.8%	Up from 93.9%	95.4%	95.5%
Eligible for gifted and talented	17.8%	Up from 15.7%	10.6%	7.9%
With disabilities other than speech	8.3%	Down from 9.5%	12.3%	12.3%
Older than usual for grade	6.8%	Down from 7.1%	9.0%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.9%	1.2%	1.2%
Enrolled in AP/IB programs	9.8%	Up from 8.3%	9.7%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	14.1%		10.0%	10.2%
Annual dropout rate	3.0%	Down from 5.0%	3.5%	2.8%
Career/technology students in co-curricular organizations	0.9%	Down from 1.0%	6.0%	3.5%
Enrollment in career/technology center courses	817	Up from 405	424	448
Students participating in worked-based experiences	7.2%	Up from 6.6%	36.0%	24.2%
Career/technology students mastering core competencies	84.1%	Up from 82.7%	80.3%	80.0%
Career/technology completers placed	N/A	N/A	98.1%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 134)**

Teachers with advanced degrees	56.7%	Up from 52.3%	51.7%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.5%	N/A	7.8%	9.6%
Teachers with emergency or provisional certificates	8.9%	Up from 7.7%	9.5%	9.9%
Teachers returning from previous year	87.4%	Down from 89.9%	87.4%	86.3%
Teacher attendance rate	95.2%	Up from 95.1%	95.5%	95.3%
Average teacher salary	\$41,587	Up 1.4%	\$44,062	\$42,943
Prof. development days/teacher	10.1 days	Down from 10.2 days	12.3 days	11.2 days

**School**

Principal's years at school	5.0	Up from 4.0	4.3	3.0
Student-teacher ratio in core subjects	27.1 to 1	Up from 26.7 to 1	25.4 to 1	25.7 to 1
Prime instructional time	88.7%	Up from 87.3%	89.1%	89.3%
Dollars spent per pupil*	\$5,526	Up 4.1%	\$6,730	\$6,792
Percent of expenditures for teacher salaries*	60.4%	Down from 61.3%	57.3%	55.3%
Percent of expenditures for instruction*	62.4%		61.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	92.6%	No change	95.8%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Since its inception in 1924, Gaffney High School has exemplified pride and tradition. These long-standing attributes have helped us remain focused over time as we provide a quality education for our students. However, over the past few years, our complete dedication to our mission and emphasis on success and academics have taken our school to an even greater height. As a result we received the coveted Palmetto's Finest award in March 2006, validating our hard work and dedication. We have improved and excelled in athletics, in the arts, and above all, in academics and have made the learning environment more enjoyable for our students. Gaffney High School is serious about education and there are several factors that have made our commitment to excellence become a reality.

First, we have highly-qualified teachers who value education and treat their profession with the respect it deserves. Our faculty and staff work collaboratively to provide enriching opportunities for our students to help prepare them for post-secondary experiences. They are willing to better themselves through professional development opportunities and educational training experiences. Our faculty embraced a school-wide curriculum integration project and developed lesson plans and projects to accompany the theme throughout the year. Our faculty constantly uses data to assess student progress as well as their teaching strategies to meet the needs of all of our students and to provide a quality instructional program. The faculty and staff care about their students, serve as role models and encouragers, and truly embrace this year's theme, which is "Failure Is Not An Option." As a result, our students are the true beneficiaries.

Second, our administrative team has created a culture of success by raising expectation levels, providing excellent leadership, securing the financial means to properly educate the students, and celebrating student achievement. Our leaders have formulated a vision of excellence for our school and have implemented the necessary steps to reach this vision. Three years ago, we implemented a modified block schedule for ninth and tenth graders, double-blocking their English and math classes. This academy initiative has been extremely successful and helped to raise standardized test scores. We have increased our Advanced Placement offerings each year for the past five years and increased club offerings and elective course offerings as well. Our administrative team adopted the motto School of Champions a few years ago to create an environment where students settle for nothing less than excellence. Educating students is top priority and our administration provides the instructional leadership to make this goal a reality.

Finally, our students are the reason that we are a School of Champions. Our students have worked extremely hard to prove themselves academically, while maintaining the traditional success of our athletic programs. In addition to our Big 16 AAAA State Football Championship, Gaffney High students have given back to the community, demonstrating true citizenship through volunteer efforts of 4548 service hours and donations of over \$15,000. They have continued to exceed academic expectations and have earned over \$10 million dollars in scholarship benefits as a result. Our students are highly motivated and involved and get the most out of the quality education that is provided to them. They have responded to the incentives for test scores, scoring about the national average on Advanced Placement test and improving their first-attempt passage rate on HSAP test scores each year. Our students and their efforts make us proud and epitomize a champion school.

Dr. Quincie L. Moore

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	124	349	41
Percent satisfied with learning environment	95.2%	74.4%	85.0%
Percent satisfied with social and physical environment	96.8%	83.5%	73.2%
Percent satisfied with school-home relations	83.7%	79.1%	73.2%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.